



JERRY ZUCKER MIDDLE SCHOOL OF SCIENCE

6401 Dorchester Road
N. Charleston, SC 29418

Grades	6-8 Middle School	
Enrollment	462 Students	
Principal	Jake Perlmutter ((Interim)	843-767-8383
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Below Average
2010	Below Average	Average
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

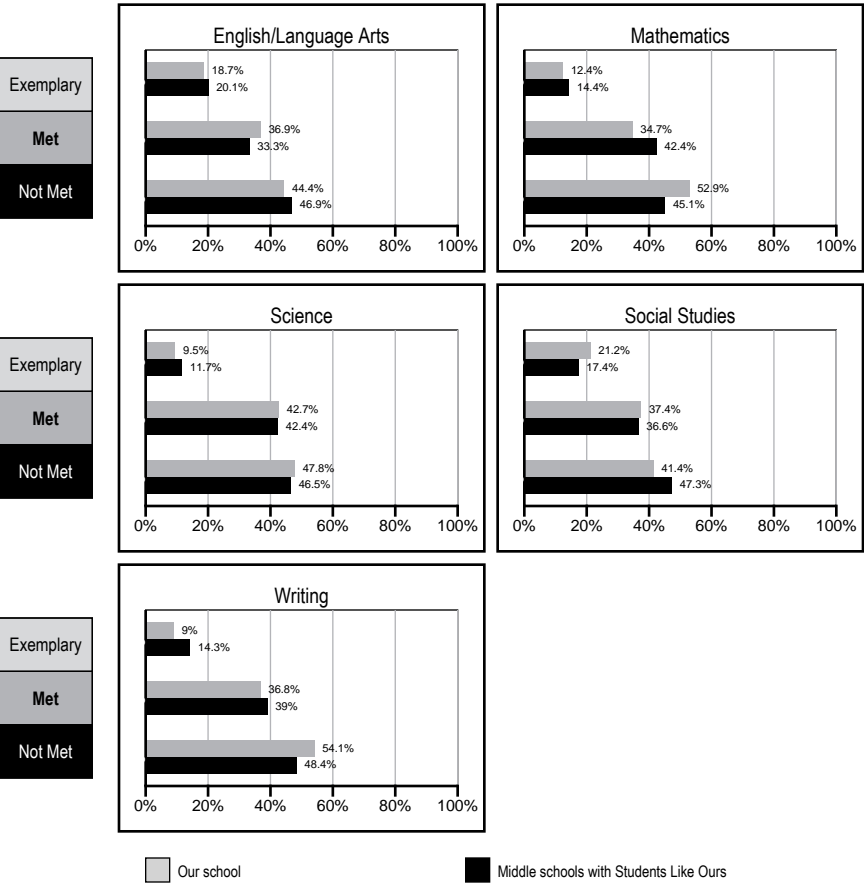
94.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	26	25	16

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	66.7%	93.3%
English 1	89.7%	90.5%
Biology 1/Applied Biology 2	93.1%	46.0%
Physical Science	N/A	32.6%
US History and the Constitution	N/A	N/A
All Subjects	79.5%	91.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=462)				
Students enrolled in high school credit courses (grades 7 & 8)	17.4%	Up from 8.5%	13.8%	24.5%
Retention rate	0.0%	No Change	0.8%	0.7%
Attendance rate	95.1%	No Change	95.6%	95.9%
Served by gifted and talented program	9.0%	Up from 7.1%	9.0%	17.8%
With disabilities other than speech	10.8%	Up from 10.6%	11.0%	9.2%
Older than usual for grade	1.5%	Down from 2.4%	2.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	4.1%	Down from 7.8%	0.4%	0.4%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	37.1%	Down from 38.5%	58.2%	60.0%
Continuing contract teachers	42.9%	Up from 35.9%	73.1%	82.6%
Teachers returning from previous year	N/A	N/A	80.6%	85.6%
Teacher attendance rate	97.8%	Up from 97.5%	95.4%	95.3%
Average teacher salary*	\$39,020	Down 1.9%	\$44,262	\$46,300
Professional development days/teacher	19.5 days	Up from 10.4 days	10.5 days	9.9 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Down from 26.4 to 1	19.9 to 1	21.5 to 1
Prime instructional time	92.8%	Up from 91.7%	90.0%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 86.5%	97.3%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$8,186	N/A	\$8,854	\$7,634
Percent of expenditures for instruction**	51.5%	N/A	62.0%	64.0%
Percent of expenditures for teacher salaries**	46.0%	N/A	57.2%	61.2%

* Includes current year teachers contracted for 185 or more days.
** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The Jerry Zucker Middle School of Science is located in N. Charleston, S.C. We are a Title I Middle School consisting of grades 6-8 with an 89% poverty index rating. Our student population is predominately African American, with a sub group of Hispanic and Caucasian students. Last year was our first year as a middle school, and we met all 19 objectives required to meet AYP. Our school focus has been on literacy across the curriculum. We have stressed the importance of literacy in students' lives and tracked and monitored the growth of every child. Our student body has read over 9,681 books to date. Using data to drive instruction, we are aware that 42.5% of our students are not on target in the areas of English/Language Arts. And 46.1% of our students are not on target in the area of Mathematics. We provide an opportunity for our students to take high school credit classes in Algebra, Biology, and English I. Our students also have the opportunity to take an additional 50 minute science class everyday focusing on environmental science, animal care, or robotics; where students participate in a range of activities from gardening and hatching chickens to building robots for competition. We focused all school year on creating responsible, accountable, and respectful learners as we recognize that this is what students will need to be as they journey through life. We are also committed to building partnerships within the community and exposing our students to the many rewarding careers that could spark an interest and provide a focus for future learning and personal investment. Most importantly, however, is our belief in our students and the knowledge that our school is not an end in itself, but a bridge to future learning and discovery. Ultimately, we have emerged as a stronger school because we have had the benefit of a supportive community, a determined teaching force, and an unwavering dedication to our students' overall well-being. We are mindful that Excellence is our standard and Victory is in the Classroom.

I am proud to be the principal of the Jerry Zucker Middle School of Science and look forward to working with you in the coming years.

Sincerely,
Sherry Biss, Principal
Stacel Griffin, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	131	99
Percent satisfied with learning environment	81.3%	74.0%	88.4%
Percent satisfied with social and physical environment	82.4%	85.4%	83.8%
Percent satisfied with school-home relations	52.9%	85.3%	80.0%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 15 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	-----------	-------	-------------	-------------------------------	---------------------------------	------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	468	97.2	43.8	37.3	18.9	67.5	83.1	82.4	No	Yes
Gender										
Male	250	96.4	47.7	36.5	15.8	61.3	79.9	78.7	N/A	N/A
Female	218	98.2	39.3	38.3	22.4	74.5	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	50	96	31.7	24.4	43.9	75.6	94.8	88.9	No	Yes
African American	361	97.8	47.4	37	15.6	64.2	71.9	72.9	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	96.3	93	I/S	I/S
Hispanic	54	96.3	29.2	52.1	18.8	81.3	78	79.3	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	59	98.3	79.6	16.3	4.1	32.7	42.6	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	28	100	29	54.8	16.1	83.9	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	370	97	46.2	38.1	15.6	64.3	72.9	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	468	97.2	52.9	34.7	12.4	65.1	82.8	81.9	No	Yes
Gender										
Male	250	96.4	53.2	33.3	13.5	64	81.1	79.9	N/A	N/A
Female	218	98.2	52.6	36.2	11.2	66.3	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	50	96	34.1	29.3	36.6	78	94.9	88.9	No	Yes
African American	361	97.8	57.8	34.6	7.6	61.2	70.9	71.4	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	97.4	94.6	I/S	I/S
Hispanic	54	96.3	35.4	39.6	25	79.2	79.2	81.1	Yes	Yes
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	59	98.3	89.8	6.1	4.1	30.6	40.8	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	28	100	32.3	48.4	19.4	74.2	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	370	97	54.4	34.2	11.4	61.3	72.7	74.9	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	313	97.1	48.4	41.9	9.7	51.6	69.2	68.6
Gender								
Male	166	95.8	44.9	40.1	15	55.1	68.4	68.3
Female	147	98.6	52.3	43.9	3.8	47.7	70	68.9
Racial/Ethnic Group								
White	33	97	37	44.4	18.5	63	90.4	80.7
African American	241	97.5	52.8	41.7	5.5	47.2	48.4	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	38	97.4	29.4	41.2	29.4	70.6	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	46	97.8	81.1	13.5	5.4	18.9	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	17	100	30	50	20	70	60.4	60.7
Socio-Economic Status								
Subsidized meals	254	96.9	50.7	39.7	9.6	49.3	51.8	57.3

Social Studies

All Students	309	96.8	41.5	37.5	20.9	58.5	75.5	72.5
Gender								
Male	164	95.7	42.5	34.9	22.6	57.5	74.4	72
Female	145	97.9	40.5	40.5	19.1	59.5	76.6	73.1
Racial/Ethnic Group								
White	34	97.1	14.3	42.9	42.9	85.7	91	81
African American	241	97.1	47.5	37.9	14.6	52.5	60.4	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.3	89
Hispanic	31	96.8	21.4	32.1	46.4	78.6	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	35	97.1	64.5	25.8	9.7	35.5	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	15	100	16.7	38.9	44.4	83.3	70.5	69.7
Socio-Economic Status								
Subsidized meals	243	96.3	46.3	36.6	17.1	53.7	61.8	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	147	97.3	53.8	37.1	9.1	46.2	75.8	73.2	95.1	96
Gender										
Male	81	97.5	61.6	27.4	11	38.4	70.7	67.2	95.3	95.9
Female	66	97	44.1	49.2	6.8	55.9	81.1	79.4	94.8	96.1
Racial/Ethnic Group										
White	13	100	I/S	I/S	I/S	I/S	90.8	81.5	92.5	96.1
African American	111	96.4	57.4	35.6	6.9	42.6	61.3	61.3	95.4	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.4	87	98.2	96.9
Hispanic	22	100	50	40	10	50	69.4	66.7	95.2	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	88.9	95.9
Disability Status										
Disabled	17	94.1	N/AV	N/AV	N/AV	7.1	23.9	26	94	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	16	100	42.9	42.9	14.3	57.1	67.9	65.7	94.6	96.3
Socio-Economic Status										
Subsidized meals	112	96.4	57	35	8	43	62.2	63.2	95	95.5

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
--	-------	----------------------------------	----------	-----------	-------	-------------	-----------------------

English/Language Arts

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	150	100	36.1	31.6	32.3	63.9
	7	150	100	40.3	46.8	12.9	59.7
	8	125	99.2	53.2	32.1	14.7	46.8
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	163	98.8	37.9	40.7	21.4	62.1
	7	159	94.3	43.6	37.1	19.3	56.4
	8	146	98.6	50.4	33.8	15.8	49.6

Mathematics

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	150	100	39.1	42.1	18.8	60.9
	7	150	100	45.3	47.5	7.2	54.7
	8	125	100	55.5	34.5	10	44.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	163	98.8	38.6	42.8	18.6	61.4
	7	159	94.3	58.6	29.3	12.1	41.4
	8	146	98.6	62.4	31.6	6	37.6

Science

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	76	98.7	41.2	51.5	7.4	58.8
	7	150	100	36.4	51.4	12.1	63.6
	8	65	98.5	46.6	36.2	17.2	53.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	83	100	45.3	44	10.7	54.7
	7	159	94.3	46.4	45	8.6	53.6
	8	71	100	56.3	32.8	10.9	43.8

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	75	98.7	15.4	40	44.6	84.6
	7	150	100	50	37.1	12.9	50
	8	59	94.9	42	44	14	58
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	78	98.7	17.4	52.2	30.4	82.6
	7	158	94.3	54	25.2	20.9	46
	8	73	100	40.6	47.8	11.6	59.4
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	153	92.8	32	43	25	68
	7	151	97.4	38.4	41.3	20.3	61.6
	8	125	97.6	44.5	44.5	10.9	55.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	147	97.3	53.8	37.1	9.1	46.2

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample